R E P O R T R E S U M E S

ED 003 680 24

PROFESSIONAL ROLE OF THE PUBLIC SCHOOL TEACHER.

BY- FISHBURN, CLARENCE E.
SAN DIEGO STATE COLL., CALIF.

REPORT NUMBER CRP-S-082 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, TEACHER ATTITUDES, *TEACHER CHARACTERISTICS, *ADMINISTRATOR ATTITUDES, SELF CONCEPT, *SECONDARY SCHOOL TEACHERS, INTERVIEWS, *ROLE CONFLICTS, SAN DIEGO, CALIFORNIA, ROLE DIMENSION PROFILE SCALE

THE PURPOSE OF THIS STUDY WAS TO LEARN MORE ABOUT TEACHERS AND HOW THEY VIEW THEIR WORK. FOCUS OF THE STUDY WAS ON--(1) TEACHERS OF DIFFERENT GRADE LEVELS IN ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS, (2) TEACHERS OF DIFFERENT DISTRICTS OR GEOGRAPHICAL AREAS, AND (3) TEACHERS DURING THEIR PRESERVICE TRAINING AND AFTER TEACHING EXPERIENCE. THE BASIC PROCEDURE WAS THE ADMINISTRATION OF ROLE DIMENSION PROFILE SCALE TO THE SELECTED GROUPS AND AN INTERVIEW WITH SOME 40 PER CENT OF THE SUBJECTS. ACCORDING TO A SCALE OF ROLES ADAPTED FOR THIS STUDY, TEACHERS AND ADMINISTRATORS ALMOST COMPLETELY DISAGREE ON THE ROLE OF THE TEACHER. (LP)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

PROFESSIONAL ROLE OF THE PUBLIC SCHOOL TEACHER

Cooperative Research Project No. S-082

Clarence E. Fishburn, Ed.D

San Diego State College Foundation
San Diego State College
San Diego, California

1965

The research reported herein was supported by the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education, and Welfare.

ED 003680

Table of Contents

List of tables and illustrations	3
Problem on which the research was focused	4
Objectives and hypotheses	5
Related research	7
Procedure	10
Analysis of data, and findings	14
Conclusions and implications: conclusions	43
Conclusions and implications: implications	49
Appendix A, Role Dimension Profile Scale	54
Appendix B, Role Dimension Profiles	60

List of Tables and Illustrations

Figure I, Elementary and Junior High School Teachers 61

Figure II, Elementary and Senior High School Teachers 62

Figure III, Senior High and Junior High School Teachers 63

Figure IV, Secondary Teachers -- 1958-63 64

Figure V, Senior High Teachers, Northern and Southern California 65

Figure VI, Junior High Teachers, Large and Small Community 66

Figure VII, Student Teachers, Before and After, Full-time Experience 67

IV. Problem on which research was focused.

The purpose of this study was to learn more about teachers and the way they view their work. More precisely, it was to discover, describe, and compare similarities and differences in perception of the teachers' professional role by teachers in service and by students in training at San Diego State College to enter the teaching profession. This is the final report of certain specific problems within the general field of teacher and educational roles. As such, it presents current findings and also presents certain earlier relevant findings for purposes of comparison.

The three chief questions of this report stem from the major problem of how teachers and others view the job of the teacher. The focus of this study was on teachers of different grade levels; (i.e., Elementary, Junior High and Senior High) teachers of different districts or geographical areas; and teachers during their pre-service training and after having teaching experience.

Beginning with a study initiated at Stanford University in 1953 the writer's investigations of the professional role of the public school teacher began. The first study was of the role of the Secondary school teacher in a single Northern California community, as perceived by the teachers themselves and by the administrators of the school of that community. That study identified similarities and differences among groups of teachers and related these similarities and differences to such factors as age, sex, place of residence, experience, academic training, and socio-economic level of the school service community. The study was reported in 1955 in an unpublished doctoral dissertation at Stanford University, "Teacher Role Perception in the Secondary Schools of One Community." One portion of the study, relating to differences in perception of the teachers' professional role by teachers and by administrators, was reported in the Journal of Teacher Education, March 1962, "Teacher Role Perception in Secondary Schools."

V. Objectives and/or Hypotheses.

The objectives of this study were stated as questions. These were as follows:

1. With respect to their perception of the teachers' professional role, are there significant differences between Elementary teachers as a group, Junior High School teachers as a group, and Senior High School teachers as a group?

2. With respect to their perception of the teachers' professional role are there significant differences between teachers of different geographical locations, or teachers of different school districts?

3. Are there significant differences in the pattern of role perception indicated by student teachers as a group, and these same teachers after having taught in public schools for two or more years?

The first of these major questions divided into several additional questions more susceptible to measurement or comparison. Question 1 (above) represented a block of six questions in this study. These were as follows:

1.1 Granting that a typical pattern for secondary school teachers was found in the 1955 study of the teachers of a Northern California community, did a typical pattern occur among the Senior high school teachers of another community in a different part of the state?

1.2 Was there a typical pattern to be found among teachers in elementary schools, which would permit treating them as a group?

1.3 Was there a typical pattern to be found among Junior high school teachers, which would permit their being treated as a group?

1.4 With affirmative responses to the initial three questions, then what significant differences occurred between Elementary teachers as a group and Junior High School teachers as a group?

1.5 What significant differences occurred between Elementary teachers as a group and Senior High School teachers as a group?

1.6 What significant differences occurred between Junior High School teachers as a group, and Senior High School teachers as a group?

Question two represents an attempt to investigate the homogeneity of groups of teachers within a school, a district, or a community, and to compare such groups with those of other schools, districts, or communities. Certainly the fact that the teachers of a particular building, school, district, or community represent a group must be true by definition. By the same token, it is important to discover whether or not there are typical patterns of role perception which accommodate the unique expectations and requirements of specific schools, districts, or communities. As a pilot study, one comparison was limited to the Secondary school teachers of one Northern California community and one Southern California community, while another comparison was made between the Junior High School teachers of two different service communities in Southern California.

Question three represents a longitudinal comparison between the responses of a single population at two different points in time, and after introduction of the variable of experience. More than one hundred students at San Diego State College responded to the Role Dimension Profile Scale during the time they were in their student teaching experience as a part of the Secondary Education program at San Diego State College. One hundred sixteen of these persons responded by mail to a second administration of the RDP Scale during

the period of this study, after having been employed in public schools in San Diego County for a period of more than two years. This second response, and the comparison, gave opportunity to seek information on such questions as:

3.1 To what degree do teachers in pre-service training have patterns of role perception similar to those of teachers in the field?

3.2 In what ways do the patterns of role perception change with experience?

VI. Related Research

Role and Role Dimensions

Various writers have discussed the role concept and theory. While there is some degree of conflict in finer points, the bulk of writing is in general agreement. A good general discussion of role theory is to be found in Lindzey (ed.) Handbook of Social Psychology, Vol I, in the section by T. R. Sarbin, "Role Theory," pp. 223-258. Another and more recent discussion, including an extensive bibliography is Bruce J. Biddle, The Present Status of Role Theory, University of Missouri, August 1961, (143 pp., duplicated).

Perception

The bulk of the literature dealing with perception has focused on visual and auditory perceptions, although there is a rapidly growing body of literature relating to situational, occupational, social or conditional perception. Material relevant to our frame of reference as the term is used in this study may be found in such references as, Taguri and Petrullo (eds.) Person Perception and Interpersonal Behavior, Stanford University Press, Stanford, 1958, in the Handbook of Social Psychology,Vol II, Bruner and Taguri, "The Perception of People," and in Biddle, et. al., Bibliographies of Role Methodology and Propositions, University of Missouri, (Jan. 1962, duplicated), particularly pp. 8-9.

Related Studies and Reports

In his section of the Encyclopedia of Educational Research, E. S. Barr, entitled "The Teaching Competencies," suggests four areas of competency where teachers are expected to have a degree of commitment or skill. These are: (1) as a director of learning, (2) as a friend and counselor of pupils, (3) as a member of a group of professional workers, and (4) as a citizen.

Lucien B. Kinney, the California Teachers Association, and later a sub-committee of the National Commission on Teacher Education and Professional Standards published such reports as Measure of a Good Teacher, 1952, and Factors in Teaching Competence, 1956, in which was proposed a definition of the teachers' role which included six dimensions. These were: (1) a director of learning, (2) a counseling and guidance person, (3) a mediator of the culture, (4) a member of the school community, (5) a liaison between school and community, and (6) a member of a profession.

Using the six dimensions suggested by Kinney, Fishburn demonstrated that the six dimensions were relatively separate and distinct. He indicated that teachers perceived some, if not all, of the dimensions, and that all dimensions were perceived by *some teachers. His report, "Teacher Role Perception in the* Secondary Schools of One Community," (unpublished doctoral dissertation, Stanford University, 1955) also showed significant differences to exist in the perception of importance of one dimension over another by groups of teachers divided according to such factors as age, sex, and experience. J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflicts," Journal of Educational Psychology, XXIX, 1955, also reported that role elements held by teachers were different between younger and older teachers.

In another report, Fishburn, "Teacher Role Perception in Secondary Schools," Journal of Teacher Education, March 1962, indicated that secondary

teachers perceived the six dimensions in common ways, but that although administrators in the same district perceived the dimensions commonly, they were perceived in ways sharply and significantly different from the teachers.

Roy C. Brian, Reactions to Teachers by Students, Parents, and Administrators, (a final report of Cooperative Research Project No. 668, 1963), indicated that the performance of teachers was most commonly judged by the opinions and reactions of students; that both administrators and parents were likely to base their evaluations of the teacher on student reaction; and, that student reaction was relatively stable over a three-year period.

N. L. Gage (ed.) brings together in the Handbook of Research on Teaching, (Rand McNally, Chicago, 1963), much of the recent material on research in Education and teaching. N. E. Wallen and R. M. W. Travers, "Analysis and Investigation of Teaching Methods," report on the study by Fishburn (indicated above), and suggest, p. 469,

> "evidence is needed to determine whether one is dealing with fairly stable characteristics of teachers or whether they show marked day-to-day fluctuations."

One of the steps taken in the present proposal was to assess this particular question, through a test-retest activity with the same population of students in teacher-education programs.

Bruce J. Biddle, with various associates, (most recently Biddle and Ellena (eds.) Contemporary Research on Teacher Effectiveness), has been one of the two most prolific of recent writers in this field. His reports, from two successive Cooperative Research Projects, and from support by the Office of Naval Research (Group Psychology Branch), encompass nine duplicated volumes. These reports include extensive bibliographies; an effort to bring together and to analyze current research in this field; to assist in developing an appropriate and common terminology; and, in addition a report of studies in the field. He has demonstrated that teachers, parents,

administrators, and students, all have somewhat different perceptions and expectations with respect to the professional role of the teacher. In private correspondence, he has indicated to the writer that he is presently working on a study to compare some facets of the teachers' role among teachers of various other countries as well as the United States.

In their major study of the School Superintendent, Gross, Mason, and McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, John Wiley and Sons, New York, 1958, analyzed the specific role of the public school superintendent in Massachusetts. While there was a greater depth to their study than is the intent here, the frame of reference is not in conflict.

George Spindler, Education and Culture, presents an analysis of the role of the school administrator, using the theoretical framework of Fishburn, and discusses the implications of such an approach.

In their book, The Preparation of Teachers: An Unstudied Problem in Education, John Wiley and Sons, New York, 1962, Sarason, Davidson and Blatt devote much of their recommendation for change to matters of appropriate training during the practice-teaching experience. In the foreword, written by Arthur Coladarci, the statement is made that:

> "The central thesis of this book. . . is that the contents and procedures of teacher education frequently have no demonstrable relevance to the actual teaching task." (Foreword, p. vii.)

Certainly one of the major purposes of the present study is to assist in clarifying and validating descriptions of the teacher's task.

VII. Procedure

Having administered the Role Dimension Profile Scale to a substantial number of teachers and student teachers over a period of years prior to

this study, one initial step was that of scoring, profiling, and organizing the results of the scales already on hand. A part of the data then, were available at the beginning of the study.

The basic procedure was the administration of the Role Dimension Profile Scale to the selected populations and an interview with some 40 percent of the subjects. This scale, (See Appendix A) consists of forty-eight items drawn from a description of those behaviors, competences, knowledges, or committments expected of teachers, and divided into six dimensions according to Kinney's Factors in Teaching Competence, mentioned above.

The forty-eight items include eight from each of the six dimensions, and are divided randomly in such a way that there are two items from each of the dimensions, or a block of twelve items on each of four pages. Teachers are asked to select from the first block of twelve items the five items they consider they should give priority on the basis of their own knowledge, commitment, and school assignment. This is repeated for each of the four blocks of items. The result is a selection of twenty responses divided among the six dimensions. These responses then may be plotted on a profile indicating the number of items they have chosen from each of the dimensions.

Another technique, using the same items in reverse sequence, was not used in this study although it has been used in the past with this scale for other purposes. This other scale asks respondents to rank each item on a Likert type scale ranging from "Very great importance" to "Very little importance." Such a technique results in obtaining an Ideal value profile while the present scale obtains a more direct and realistic assessment. This is comparable to Bruce Biddle's "teachers ought to do this," as compared to "as a teacher, I do these things." The correlation between the present scale and the one described above is .64. (See Fishburn, "Teacher Role Perception in the Secondary Schools of One Community.")

A test-retest of twenty-five teachers tested first during the summer of 1964, and again on the same instrument in the fall, some two to three months later yielded a correlation of .87. The correlation between first and second responses of student teachers after two to four years of teaching experience is .78, and should not be considered as a test-retest, although it is clear there is a substantial degree of relationship. This point is considered further in the discussion of question three.

The validity of the Role Dimension Profile Scale, as a self report, should be considered quite high. Although this is not the place for extended consideration of a philosophy of validity it is clear that whether one describes his own behavior accurately or not, he must describe it in terms of his own values and his perceptions of the expectations of others. The only possible misrepresentation would be intentional misrepresentation and would still describe one's own perception of values and expectations. One purpose for the interview (described below,) was to assess the responses in comparison to verbal statements, and to assess the climate of receptivity on the part of the subject.

Comparisons were made between groups of subjects in terms of their mean responses to the Scale, dimension by dimension, through use of the t-test. An initial application of non-parametric techniques disclosed that differences of approximately the same magnitude appeared in the same places.

The interview mentioned above was used to gain greater insight into the meaning of the teachers' responses, and the general perceptions of the teacher's role by individuals. It permitted illustrative materials and quotations; and might, by content analysis, be analyzed and quantified in ways similar to the quantification of the written instrument for comparison.

The interview was a relatively free-response type, with additional probing questions as needed. Such an interview -- a self-report -- may be considered as highly valid. The interview was patterned as follows:

> "We are interested in how teachers view their work -- how they see their job as a teacher -- what they see as the important parts of what they do, and that's why I am talking to you. Could you tell me, for example, what do you do, and what do you consider the most important part of what you do?"

The teacher was permitted to respond as he sees fit, with the entire response being taken down, or recorded for as complete coverage as possible.

When the subject had exhausted his list of "what he does and what he considers important," probing questions were used, if that particular question category had not been covered. These include the following:

"What about a responsibility to your students, is that important?"

"How about your colleagues, and working with them?"

"What about a responsibility to the school in general?"

"The community outside your school, is there a responsibility there?"

"What about a responsibility outside your classes?"

"What about to the profession in general?"

"What about as a private citizen?"

"What about organization?"

And, finally, as each of the various areas is covered or omitted, there are the additional questions:

"Is that all about that? Is there anything we might have missed?"

Toward the end of the interview, if it has not been volunteered by the subject, there are the additional questions:

"Where do you think you learned about being a teacher?"

"Where do you think your ideas about teaching come from?"

"What do you think this community expects of its schools?"

"What do you think they expect of you?"

The responses to the interview are taken down as nearly verbatim as possible during the interview. As soon as possible after the completion of an interview responses are transcribed, coded, and identifying data included for reference to scale responses. One copy of the transcribed interview, and the original notes from which it was taken are filed for any future reference.

Although content analysis of interview transcriptions is possible, it was not done in this study. The researcher simply examined the completed transcript, and at a later date when the same subject had completed the Role Dimension Profile Scale, the individual profile was compared to the interview response. It was clear that when a subject had emphasized a particular dimension in his responses to the Scale, he also emphasized the same dimension in his interview. Detailed content analysis would be necessary before statistical comparison could be made, and it was decided that such analysis was not necessary within the scope of this study.

VIII. Analyses of the data and findings

The first of the three major questions presented was:

> With respect to their perception of the teachers' professional role, are there significant differences between Elementary School teachers as a group, Junior High School teachers as a group, and Senior High School teachers as a group?

As indicated in the preceding section, the professional role of the teacher was accepted as defined by the six areas of competence of the California definition. It should be recognized that the particular frame of reference or model for the professional role is less important than that it be sufficiently broad to encompass all those activities, skills, commitments or knowledges which teachers indicated they saw as a part of their role. It was determined that this definition satisfied that requirement.

The six dimensions of the teacher's professional role listed in previous materials were:

I. The Teacher as a Director of Learning

II. As a Counseling and Guidance Person

III. As a Mediator of the Culture

IV. As a Member of the School Community

V. As a Link between School and Community

VI. As a Member of a Profession

The instrument used in this study, (See Appendix A) provided for subjects to respond by selecting five items each from four blocks of twelve items keyed to the above dimensions. From these twenty choices made by subjects it was possible to develop a profile chart of responses indicating the number of items chosen from each of the dimensions. This profile permitted comparisons from one person to another, or from one group to another through mean profile scores, in terms of the relative rank order given to each of the dimensions; in terms of the distance between ranks on the basis of number of items chosen; and in terms of distribution of choices for each dimension.

There were several kinds of questions of importance for which such a technique provided information. It is important to know, for example, that teachers choose more items from Dimension I, Director of Learning, than they do from Dimension II, Counseling and Guidance. It is also important to know whether these rankings are relatively close together, or relatively far apart. This technique provides this kind of information. Where a person has chosen eight items in one dimension and only one item in another, there is substantially greater commitment to the one dimension over the other than there would have been if the subject had chosen six items in one dimension and five in the other.

Question I, indicated above, breaks into six lesser questions, for purposes of analysis. It must first be asked:

1.1 Are the Elementary School teachers of this population sufficiently similar in their responses to this instrument, and in their interview responses to be treated as a single group?

1.2 Are the Junior High School teachers of this population sufficiently similar in their interview responses and in their responses to this instrument to be treated as a single group?

1.3 Are the Senior High School teachers of this population sufficiently similar in their responses to this instrument and in their interview responses to be treated as a single group?

This series of questions must be asked, and answered before additional questions can be meaningful at all.

In the judgment of the researcher, all three of the above items can be answered in the affirmative, with a high degree of confidence.

Such questions as the three above are not resolved by statistical testing, although such testing may assist in providing evidence. These questions must be answered on the basis of other and additional evidence. From a purely mechanistic point of view, the answers automatically must be affirmative. They are the teachers of a specific school system, and as such are by definition a single group. There is, however, even more evidence which should be considered. Teachers are people, and like all other people, have the same range of interests, abilities, concerns, commitments in their own lives, and individual differences which might be found in any other like population. At the same time, all of these subjects are people who are teachers. They have undergone training programs directed toward particular functions and skills. They are assigned tasks, and carry out duties which are relatively

similar from one to another -- with even greater similarity among the teachers of a single school, or grade level.

Finally there is the weight of evidence provided from more than sixty interviews with individual members of the population, and the actual responses to the instrument made by all the members of the population. Not all teachers see a commitment in each of the six dimensions, but all teachers see commitment in several of the dimensions. All teachers indicate a concern from some of the same factors, although not all teachers indicate concern for the same things in the same way.

The teachers of group 1.1 (above) are more homogeneous in their interview responses than would be a mixed group of teachers from each of the three groups, (1.1, 1.2, and 1.3). But even the mixed group of teachers at all levels are far more like one another than would be a random sample of adult population.

One of the major fields of questioning to which this research is directed is that of similarities and differences among groups of teachers in schools of different levels.

The additional questions asked within Question I above are the following:

1.4 Are there significant differences between Elementary School teachers as a group, and Junior High School teachers as a group?

1.5 Are there significant differences between Elementary teachers as a group and Senior High School teachers as a group?

1.6 Are there significant differences between Junior High School teachers as a group, and Senior High School teachers as a group?

With respect to the population studied, in each case the question is answered in the affirmative.

1.4 Are there significant differences between Elementary School teachers as a group, and Junior High School teachers as a group?

Dimension	Elementary School teachers	Junior High School teachers
Dimension I, Director of Learning	4.72	4.39
Dimension II, Counseling and Guidance	3.27	3.08
Dimension III, Mediator of the Culture	5.10	5.00
Dimension IV, Member of the School Community	3.10	3.60
Dimension V, Link between School and Community	1.76	1.39
Dimension VI, Member of a Profession	2.34	2.52

For a more effective visualizing of these profiles, Figure 1, of Appendix B provides a schematic illustration of these data.

A rank order of importance for each of the two groups indicates one area of disagreement in that Elementary teachers rank Dimensions II and IV as in third and fourth place respectively while among the Junior High School teachers, these positions are reversed. The differences however, are of modest magnitude, since the extremes between the two groups are only slightly over .50, or approximately one-half of a step. That is, although the sequence is altered for the two groups of teachers, both groups consider these dimensions to be of comparable importance. Both of these dimensions are substantially above the last two rankings, for Dimensions V and VI.

For a more precise comparison, the t-test was used to check on the significance of differences between the groups, for each of the six dimensions. In Dimension I, Director of Learning, Elementary teachers consider this to be more important than to Junior High School teachers -- that is, they select more items keyed to this dimension than do the Junior High School teachers,

The mean score for 55 Elementary School teachers was 4.72 while the mean score for 24 Junior High School teachers was 4.39. This difference is sufficient to be significant at the .05 level for groups of this size.

In Dimension II, Counseling and Guidance, Elementary teachers chose more items than did the Junior High School teachers, 3.27 as compared to 3.08. For groups of this size, this difference was not significant.

In Dimension III, Elementary teachers chose slightly more items than did the Junior High School teachers, (5.10 to 5.00). This difference was not significant.

In Dimension IV, Member of the School Community, Junior High School teachers chose significantly more items than did the Elementary teacher, (3.60 to 3.10). With groups of this size, this difference was significant at the .02 level.

In Dimension V, Liaison Between School and Community, the Elementary School teacher perceived this as more important than did the Junior High School teacher, (1.76 to 1.39). This difference was significant at the .05 level.

In Dimension VI, Member of a Profession, although the Junior High School teacher chose more items than did the Elementary School teacher, (2.52 to 2.34) the difference was not significant.

Discussion

The rationale for devising the particular technique in the use of the present instrument was that teachers are always called upon for more than they can accomplish in the allotted time, as they consider peripheral as well as primary duties. As a result, teachers are asked to choose from among forty-eight possible responses, the twenty items they would give priority. Since the instrument then becomes a closed system, if one were to distribute

his choices equally among the six dimensions he would give approximately three and one-third choices to each of the dimensions. Such a balanced series of choices does not occur. Among teachers generally, Dimensions I and III receive significantly more choices than an arithmetical average would predict, and Dimensions V and VI receive significantly fewer choices -- although Administrators responding to this instrument tend to reverse this sequence.

The figures to be seen in Appendix B indicate clearly that there is a typical pattern for teacher responses with Dimensions I and III receiving a high level of choices, Dimensions II and IV a medium level, and Dimensions V and VI a low level of choices. Although individual teachers differ, and an occasional teacher will select atypical choices, the vast majority of teachers tend to respond in typical ways.

Dimension I, Director of Learning. Elementary teachers ranked this dimension somewhat higher than did Junior High School teachers, to a degree significant at the .05 level. Both groups of teachers in the populations measured here, are from the same community and teach in the same school system. There are three Elementary Schools, and one Junior High School. The community is one of upper middle-class population with a high proportion of military and retired military personnel. The community has clearly defined boundaries and is separate and distinct from neighboring areas. It is relatively conservative and extremely stable. There is reasonable support for schools, although there is no particular urge for experimentation or for rapid change in the schools.

All groups may be considered to be quite high in this dimension -- i.e., Elementary, Junior High and Senior High School teachers. The fact that there are differences among the three groups which are of modest statistical

significance may well be attributed to differences in perceptions of the three groups with respect to definition. Where a factor such as "how my subject matter relates to society," is of little immediate relevance to the kindergarten teacher, while "providing respect for the individual" is a concern of all, it may well be a somewhat different concern for different groups.

Dimension II, Counseling and Guidance. In this dimension, no significant differences were found with respect to the two groups here described. Although we indicated earlier that a chance selection would provide approximately three and one-third choices in each of the dimensions, this is not to imply that this dimension is selected only in a random manner. Actually, with concentrations in other dimensions, the fact that one dimension comes out near a point of average is just as significant in the overall profiles as is the fact that other dimensions do not.

In the original discussion of the "Factors of Teacher Competence," it was stated:

> "It is generally recognized that to the extent a school has a counseling program it is carried on largely by the teachers and primarily in the classroom."

Although the original statement comes from materials now nearly twenty years old -- and although substantial steps have been taken to institute formal counseling and guidance services in the schools studied, this dimension, in the responses of teachers has remained remarkably stable. There has been little or no change.

Dimension III, Mediator of the Culture. There were no significant differences between the two groups studied with respect to this dimension. In each case, and with each population (with the exception of such specialized groups as Principals, and with Counselors, which are not reported here) this dimension is consistently and nearly unanimously chosen as the most

important of the six dimensions. This is despite the fact that it is the most difficult to explain and interpret of the six. In writing in the Encyclopedia of Educational Research, E. S. Barr omits such a dimension from his list. In his materials with respect to the teacher role, Bruce Biddle's list of questions and factors to which he directed his attention provides no behavioral items which might logically be assigned to this dimension, such as "directing students to life applications of classroom learning" or "planning activities so each pupil may contribute to the group." Yet, all teachers consider this to be the most important portion of their work. To the extent that the function of schools, teachers, and education to prepare their clientele for effective living in their culture and their society, a concern for that culture and society becomes self-evident.

This dimension, too, has remained remarkably stable. Although there has been a sharp up-swing in the concern by teachers for the academic subjects they transmit, it has not reduced the teachers' concern for matters appropriate to this dimension. The extra time, commitment or choices have been taken from other factors, not from this one.

Dimension IV, Member of the School Community. In this dimension, Junior High School teachers gave more importance than did the Elementary School teachers, and this difference was statistically significant.

One of the concerns which prompted this investigation was the need to discover the similarities and differences of teachers in terms of differing character of the schools in which they served -- in terms of the differing character of the tasks they are called on to perform -- and in terms of the somewhat differing character of the training and preparation they have for their work. The Junior High School has been something of an anomaly in the educational system since, in California as well as in many other states,

preparation for grades seven, eight, and nine may be accomplished through either a Secondary or an Elementary program. In this dimension, the Junior High School teacher is more like the High School teacher, but his school is also like that of the high school. It is in the Junior High School that clubs, special interest groups, and special activities first begin. To a far greater degree than in the Elementary School departmentalization has begun, and the school operates, in many ways, like a Secondary rather than an Elementary School. As the teachers are called upon to participate in extra-curricular activities, take more initiative in the operation of their particular department rather than the operation of a grade level, so this concern is indicated by their larger number of choices from this dimension.

A portion of our initial framework has been the assumption that perceptions are changed by learning, and that perceptions are changed by the specific assignment of the respondent. Our concern has been to discover the nature and extent of these changes. Here is a specific illustration of one of those changes.

Dimension V, Link between School and Community. The Elementary School teacher perceived this dimension to be more important than did the Junior High School teacher, and the difference was significant at the .05 level. Although not a large difference this does herald a somewhat different point of view. In terms of interview data it was clear that the Junior High School teacher and the Senior High School teacher were more alike in this dimension. The Elementary School teacher saw it in a somewhat different manner.

Where the Senior and Junior High School teacher saw this as a broad and general sort of category referring to the "great out there," the Elementary School teacher did not. The Elementary teacher was not too

concerned by a 'responsibility to the community,' but this same teacher was very concerned about a relationship with the parents of the children in her own room. This is a case in which this dimension means something rather different to the two groups.

Such a difference is not too surprising, inasmuch as this is also true when one considers the growth and development of the child and adolescent. Where the child of Elementary school age is interested and proud to have his parents concerned about his activity, the same is not true of the adolescent -- or the child of the Junior or Senior High School. The parent-teacher movement clearly recognizes that they are not likely to have the same parent participation from the Secondary School parent as from the Elementary School parent. This feeling is clearly represented in the responses of teachers.

It is likely that this particular population does not represent a typical Junior High School population of teachers since a number of these teachers in this particular small population hold offices in local, sectional, or regional teacher organizations. This difference may well be an inflated one because of the commitment of this particular group of Junior High School teachers. It is for this point (in addition to others) that it is clear that substantial study is needed before generalizations may be applied with any major degree of confidence.

Dimension VI, Member of a Profession. No significant differences were found between Elementary and Junior High School teachers with respect to this dimension.

In terms of the factors considered in this study, there was an interest in the similarities and differences between teachers in the Elementary School and the Secondary School. Another of the areas of concern was with the typical profile of the Junior High School teacher. The Junior High School is staffed with people trained, in California, either through an Elementary program or through a Secondary program, but there is no program directly prepared for the training of the Junior High School teacher. In the materials presented

thus far, it is possible to say that the Junior High School teacher sees this dimension in a manner more similar to the Elementary teacher than the Senior High School teacher. This is also true in certain other of the dimensions, but in Dimensions IV, and V, the Junior High School teacher is more like the Senior High School teacher than the Elementary.

1.5 Are there significant differences between Elementary teachers as a group, and Senior High School teachers as a group?

With respect to the population studied, this question must be answered in the affirmative. The Mean Dimension Scores for these two groups are presented below. For a more effective visualization of these profiles, Figure II of Appendix B provides a schematic illustration of these data.

Dimension	Elementary School teachers	Senior High School teachers
Dimension I, Director of Learning	4.72	4.61
Dimension II, Counseling and Guidance	3.27	3.32
Dimension III, Mediator of the Culture	5.10	5.46
Dimension IV, Member of the School Community	3.10	3.74
Dimension V, Link Between School and Community	1.76	1.53
Dimension VI, Member of a Profession	2.34	1.50

If the six dimensions are ranked in their order of importance by the two groups, two differences may be seen. The rank order for Elementary teachers is: (1) Dimension III, Mediator of the Culture, (2) Dimension I, Director of Learning, (3) Dimension II, Counseling and Guidance, (4) Dimension IV, Member of the School Community, (5) Dimension VI, Member of a Profession, and (6) Dimension V, Link between School and Community. When such a ranking

is done for the Senior High School group, it is as follows: (1) Dimension III, Mediator of the Culture, (2) Dimension I, Director of Learning, (3) Dimension IV, Member of the School Community, (4) Dimension II, Counseling and Guidance, (5) Dimension V, Link Between School and Community, and (6) Dimension VI, Member of a Profession. In no case does the difference in ranking indicate a difference in choice by as much as one full point. All of the differences are of relatively small magnitude, although they do result in two changes in the order of sequence. Dimension IV, Member of the School Community is seen as more important by the Senior High School teachers, and Dimension VI, Member of a Profession, is seen as more important by the Elementary School teachers.

For a more precise comparison, the t-test was used to check on the significance of differences between the two groups, for each of the six dimensions.

In Dimension I, Director of Learning, Elementary teachers indicated a slightly higher mean number of choices than did the Senior High School teachers, but the numbers were not significantly different.

In Dimension II, Senior High School teachers indicated a slightly larger number of choices than did the Elementary School teachers. The difference was approaching significance.

In Dimension III, Mediator of the Culture, Senior High School teachers ranked this dimension slightly higher than did the Elementary teachers, and the difference was approaching significance.

In Dimension IV, Senior High School teachers indicated a significantly higher number of choices. The difference was significant at the .01 level.

In Dimension V, Elementary School teachers indicated a higher priority than did the Senior High School teachers, and the difference was approaching significance.

In Dimension VI, Elementary teachers indicated a higher number of choices than did the Senior High School teachers. This difference was significant at above the .01 level.

Discussion

The first three of the dimensions of our scale relate directly to the teachers' inter-relationship with students, and particularly in the classroom. The differences found between the two groups with respect to these dimensions were negligible. From the initial steps of the studies of teacher role perception one of the factors of interest has been the fact that teachers, rather than being different were so much alike.

In this study it was of concern that one group of teachers, the Senior High School group, are the products of a five-year program, while the Elementary groups are the product of a four-year program. The proportion of men to women at the Elementary, and at the Senior High School level, were quite different. Nearly 85 percent of the Elementary School teachers were women, while more than 60 percent of the Senior High School teachers were men. Further, the typical Elementary School was a relatively small school -- one with fewer than 20 teachers, while the Senior High Schools, although comparatively small for Senior High Schools (in the neighborhood of 1,000 students) were typically schools with fifty or more teachers.

It was accepted that such factors as professional training, sex, and the particular school environment (in this case, school size) would contribute to differences in perception of the teachers' role, the differences between these two groups of teachers with respect to the first three of the dimensions listed, are negligible.

With respect to Dimension IV, Member of the School Community, the differences are reflected in the responses, and reflect a typical difference in the programs of the school. The Senior High School has a full-scale activity program with band, athletics, clubs and organizations common to Senior High Schools of today while the Elementary Schools include relatively few after school programs, and relatively few extra-curricular activities in

addition to the curricular program. This Dimension however, included also participation or cooperation in the operation of the total school program. There appeared to be a typical difference in point of view to the effect that the Elementary teacher seemed more likely to leave the planning and administering of programs to the persons charged with it, while the Senior High School teacher tended to be more concerned about having a voice in decisions which might affect him. Certainly this is a factor which needs additional verification.

In Dimension V, Liaison between School and Community, the Elementary teacher chose more of the items than did the Secondary School teacher although the difference was not statistically significant. Although its significance was not of a statistical nature, it appeared that there might be a difference of a practical nature. Further testing may well be needed to clarify this particular difference. In interview data it became clear that the two groups were looking at their relationship with the community in a somewhat different manner. The Senior High School teacher responded to questions on this variable in a typical and somewhat 'textbook' manner. That is, they recognized and verbalized the school community relationship in terms of the typical statements which might be found in an Education textbook. The teachers who were longer residents of the community recognized this Dimension in terms of the responsibilities of a citizen in the community, but for the most part there was little or no commitment of a major concern. With the Elementary School teacher the broader over-all inter-relationship between the school and the community was of little concern. The Elementary School teacher, however, was strongly concerned with the parents of the children in her own room. Thus it appeared that the two groups were responding in terms of somewhat different orientations. These two orientations are both typical of the schools in which the teachers serve. The Elementary School has a

strong parent organization, and children of their age group are interested in having the parent come to the school, and participate in some measure in appropriate activities. In the Senior High School there is less urge for parents to attend school functions, and the student is less interested in having the parent at school.

Dimension VI, Member of a Profession, relates to the teacher's commitment to participation in the organized profession and its activities. To a lesser degree items relate to the development of the individual's personal-professional career. The responses of the two groups were significantly different, with the Elementary School teacher choosing more of the items from this Dimension, and appearing to grant to it greater importance than did the Secondary teacher. The interview data, and additional discussion, and a comparison with the responses of Secondary School teachers of ten years earlier have suggested some explanations for this difference. Subject to substantial further testing, it appears that the Secondary School teacher is perceiving himself as a somewhat different kind of professional person than may have been the case earlier, and than does the Elementary School teacher. A clue to this difference may be seen in the responses of Secondary School teachers of 1954. There, when asked the professional organizations they belonged to, some teachers indicated organizations of a professional or semi-professional nature, but which were not necessarily organizations of teachers. They identified with the organizations of their particular specialty, rather than with Education in general. This was equally true of the Secondary School teachers of 1964. They indicated membership in historical societies, in national organizations of teachers of a particular subject rather than with the NEA, CTA or AFT. Elementary School teachers, however, identified with the teacher organizations - they identified first with the local teachers' organizations, then to a lesser degree with the state and national. They may have attended a meeting for Teachers of Reading, but their emphasis, in talking of it, was of this as a meeting sponsored by the CTA.

Although such speculation should be subjected to further and rigorous checking, it appears that the increasing concern for subject-matter competence, which was indicated and discussed earlier, has a relationship to this tendency on the part of the Senior High School teacher to identify with his discipline rather than with Education in general. There is an old truism to the effect that the Elementary teacher identifies as a "teacher of children," while the Secondary School teacher identifies as a "teacher of subject matter." Certainly such a dichotomy is untrue to both groups, since there must be both the subject and the client, but it appears to reflect what may well be a growing feeling or attitude on the part of the Secondary School teachers.

1.6 Are there significant differences between Junior High School teachers as a Group, and Senior High School teachers as a Group?

With respect to the population studied, this question must be answered in the affirmative. The mean dimensional scores of the two groups for the six Dimensions are presented below. For more effective visualization of these profiles Figure III of Appendix B provides a schematic illustration of these data.

Dimension	Junior High School teachers	Senior High School teachers
Dimension I, Director of Learning	4.39	4.61
Dimension II, Counseling and Guidance	3.08	3.32
Dimension III, Mediator of the Culture	5.00	5.46
Dimension IV, Member of the School Community	3.60	3.74
Dimension V, Link Between School and Community	1.39	1.53
Dimension VI, Member of a Profession	2.52	1.50

If the six dimensions are ranked in their order of importance for the two groups, the difference occurs between the ranking of Dimensions V and VI, with Junior High School teachers ranking Dimension VI in fifth place and Dimension V in sixth while the Senior High School teachers have reversed this.

For these two groups of teachers, the difference with respect to Dimension III, Mediator of the Culture, with Senior High School teachers ranking this as more important than Junior High School teachers, was significant at the .05 level. The difference in Dimension VI, with Junior High School teachers ranking this as more important than Senior High School teachers was significant at the .01 level.

Discussion

A substantial portion of the discussion as related to Junior High School teachers has been presented earlier on pp. 20 through 24 . As indicated there, one of the concerns was to discover more of the manner in which the Junior High School teacher perceived his professional role -- to ask, in part, whether the Junior High School teacher was more like the Elementary teacher, or the Senior High School teacher. Although the Junior High School is classed as a Secondary Schoo l teachers are prepared either through the Elementary or the Senior High School program with the only recognition being that of one student teaching experience at the Junior High School level, and the incidental mention of Junior High Schools in the course of the professional sequence, as it was presented by the individual instructor.

In both Dimensions I and II, the Junior High School teacher of this population resembled both the elementary and the secondary teacher -- and again we remark that the interesting finding is not that the groups of teachers are so different, but that they are so much alike.

In Dimension III, Junior High School teachers gave somewhat less commitment than did the Senior High School teachers, and this difference was

significant at the .05 level. We have suggested earlier that it appears this Dimension may be reduced somewhat in importance as Dimension I increases, and this may be in part a factor of the closed characteristic of the instrument. Interview data did not yield any clear-cut suggestions for identifying the factors related to the difference.

With respect to Dimension IV, Member of the School Community, the Junior High School teacher is more like the Senior High teacher than the Elementary teacher. While there was not significant difference between these two groups both of the groups differed significantly from the Elementary School teacher, and this difference has previously been discussed. (See pages 28-29)

With respect to Dimension V, Link between School and Community, the Junior High School teacher is below either the Elementary or the Senior High School groups, although the difference was not great enough to be statistically significant. Interview data suggest that the Junior High School teacher tends to view his relation to the community in terms of the broad general community, (like the Senior High teacher) rather than like the Elementary teacher. The discussion of this circumstance -- indicating the changing characteristics of the school, and the attitude of the student toward participation of the parent -- have been presented earlier, (See pages 28-29)

With respect to Dimension VI, Member of a Profession, the Junior High School teacher chose significantly more items than did the Senior High School teacher. The Junior High School teachers of this population were higher on this Dimension than either the Elementary or the Senior High School teachers, although more like the Elementary teachers. The difference was significant above the .01 level on comparison to the Senior High teachers. In this particular case one question may be that there are a disproportionate number of the Junior High School teachers of this group who are office holders in local, county or section organizations. This being the case, the factor influencing their choices may be more the matter of their specific tasks at

the time than it is the matter of their stronger commitment. The responses of another Junior High School in this local area, although not within the same community placed the mean responses for this Dimension at 1.90 as compared to the 2.34 for this group. Such a mean response from another group still places them above the Senior High School teachers, and ranks the two Dimensions V and VI in the same way, which suggests that there is more of the commitment to professional organizations in general on the part of the Junior High School teacher than on the part of the Senior High School teacher. Certainly additional samples need to be taken before generalizations should be made.

Some further understanding of the difference is to be found in the discussion of this Dimension presented earlier, (See page 29)

The second of the three major questions to which this study was directed was:

> With respect to their perceptions of the teachers' professional role, are there significant differences between teachers of different school districts, or teachers of different geographical locations?

This question represented a step in an attempt to discover the homogeneity of groups of teachers within a school, a district, or a community. Examination of the four sample populations represented here indicates clearly the need for substantially greater study over a much broader demographic base. Five possible groups are represented, with four identifiable school populations. In these groups it is clear (1) there is a basic common pattern among all teachers; and (2) there are common patterns which include modest but consistent and significant differences from one group to another.

Beginning in 1953, the basic instrument used in this study was administered to all the Secondary School teachers of a single community in Northern California. The basic findings, of which data collected from the administration of the

instrument was a part, were reported in an unpublished doctoral dissertation, Fishburn, "Teacher Role Perception in the Secondary Schools of One Community." From 1958 on, as an incidental practice in conjunction with other duties, the same instrument was administered to groups of teachers in classes, workshops, and various meetings in Southern California. The same instrument was also administered to groups of student teachers prior to their entrance into Secondary teaching, this portion will be presented in greater detail in response to major question three.

Of the various groups of teachers who responded, the inclusion of a name, or a personal data sheet made possible the identification of 72 Secondary School teachers who are or were at the time of the test, teaching in schools in Southern California. While this does not permit identification of the specific school or a school unit, it does provide information on Secondary School teachers 'in general'.

The mean profile of responses of Secondary teachers in general is presented below. For more effective visualization of the profile, Figure IV of Appendix B presents a schematic illustration of these data.

Dimension	Secondary Teachers in General
Dimension I, Director of Learning	4.76
Dimension II, Counseling and Guidance	3.35
Dimension III, Mediator of the Culture	5.40
Dimension IV, Member of the School Community	3.03
Dimension V, Link between School and Community	1.75
Dimension VI, Member of a Profession	1.11

Returning to compare this profile with that of the Senior High School teachers presented on p. 30, it is clear that there is a common pattern, but

that there are some indications of differences. In terms of a ranking of the six Dimensions, Dimension IV, Member of the School Community was ranked lower by Secondary teachers in general than by the teachers of the single community studied. Dimensions I, II, III, and V were in nearly the same order, and with mean choices so similar that no significant differences were found. Dimension VI was ranked even lower by the Secondary teachers in general, and as least important by both groups.

The chief sources of information for this question are to be found in four other school populations. These are: (1) the mean profile for the original population of teachers in the Secondary Schools of one community in Northern California, (2) the population of Senior High School teachers of a single community in Southern California, (3) the population of Junior High School teachers of a single Junior High School in a large city school district, and (4) the Junior High School teachers of a small community in Southern California.

The mean profile for the Secondary teachers of the Northern California community, and those of the Senior High School teachers of the Southern California community are presented below. For more effective visualization Figure V of Appendix B *presents a schematic illustration* of these data.

Dimension	Secondary Teachers Northern Calif. Community	Senior High Teachers Southern Calif. Community
Dimension I, Director of Learning	3.70	4.61
Dimension II, Counseling and Guidance	3.30	3.32
Dimension III, Mediator of the Culture	5.23	5.46
Dimension IV, Member of the School Community	3.60	3.74
Dimension V, Link between School and Community	1.80	1.53
Dimension VI, Member of a Profession	2.09	1.50

In terms of rank order, the two groups rank Dimensions I, II, III, and IV in the same manner. For fifth and sixth places in importance, the teachers of the Southern California community have placed Dimension VI, Member of a Profession, in last place, while the teachers of the Northern community have reversed this and placed Dimension V, Link between School and Community, in last place.

Another way of looking at the above data may be seen in the materials above. In the Northern California schools, there is one Dimension which ranks substantially higher than all the others, Dimension VII. There are three of the Dimensions (I, II, and IV) which rank relatively close together, and two (Dimensions V and VI) which rank substantially lower. In the original study these same items were presented to the population in two different ways. Both with this population, and in earlier pre-testing populations, a Likert-type scale was used in which teachers were asked to rank all the items in terms of their importance, on a scale ranging from "Very Great Importance," to "Very Little Importance." On the strength of those responses it could be seen that teachers considered all the items to be important. None of the items were of little or no importance in the perceptions of those teachers responding. It is then within that framework -- that is, granted that all these items are important, then -- the rankings are still comparative but relatively near the top of a scale.

To continue this approach to the data, on checking the second of the materials above, the teachers of the Senior High School in Southern California have placed two Dimensions, (III, and I) much closer together as the most important of the six Dimensions. They have two dimensions relatively closer together and lower in importance, (Dimensions II, and IV) and the remaining two dimensions (V and VI) relatively close together and substantially below the other four.

In terms of a statistical comparison of the two groups here indicated, the change in Dimension I, Director of Learning, with the Southern California teachers placing it higher on their scale than the Northern California teachers was significant above the .01 level.

In Dimensions II, III, IV, and V, the differences were not statistically significant. The difference with respect to Dimension VI, Member of a Profession, with the Northern California teachers placing this Dimension above the Southern California teachers was significant at the .05 level.

Discussion

For this section, it seemed appropriate that the discussion be separated to concern only the specific data presented. In terms of the questions asked, and for which these data assisted in seeking answers, certain answers are there. In the opinion of the researcher, however, the data are not as appropriate for application to these questions as should be desired. Since the original population was collected in 1954, while the following Southern California population was collected some ten years later, it is suggested that changes in time have influenced the comparison to a degree still to be tested.

If one were to ignore the time differential, it would be relatively simple to suggest that the teachers of the Southern California community gave greater importance to the teachers' responsibility for academic success than did the teachers of the Northern California community, and to suggest that the teachers of the Northern California community were more strongly committed to the profession than were the teachers of the Southern California community. It would also appear appropriate to say that relatively common patterns of role perception existed, and that these patterns tended not to be modified to any major degree.

Although it was not a part of the original proposal, and such a question was not raised, it appears that the question should be asked, "Are there significant changes in the patterns of perceptions with respect to the teacher's role in one community with a group of teachers over a period of time?" Certainly such a question is of importance. Certainly, at a time in which effort is being made to modify the pattern of training for teachers; to modify the scope and sequence of the curriculum, a portion of the assumption behind such change is that the teachers' role is changing as well. It would be particularly important to discover how, to what degree, how rapidly, and in what dimensions.

Demographically the two California communities studied were very much alike. Both the Northern and the Southern community are relatively small. Both have similar administrative organizations for their schools. Both have similar populations. Both are distinct and separate from nearby urban industrial communities. Both have a high proportion of retirement populations. Both have a large commitment to Naval facilities and establishments which are a part of the community. Both have a high level prestige residential area, and both have housing project areas for low-income residents. It was an early intention to consider that such demographic similarity would permit comparison of Community A with Community B. Examination of the data suggests, however, that Community A, 1954 may be different from Community A, 1965; and that Community A, 1954 compared with Community B, 1964, permits introduction of variables which cannot be discounted. Far more appropriate would be comparisons of Community A, 1954 with Community A, 1965, which would be possible, and of Community B, 1964 with Community B, 1967, and of Community B, 1964 with Community C, 1965, which would also be possible.

With respect to the particular differences found, i.e., in Dimension I and Dimension VI, it is our suggestion that the differences may be accounted for by the passage of time as well as expectations of the community. During

the past ten years there has been sharply increasing concern for academic training and success. The programs for the training (up-grading and up-dating) of Secondary School teachers, sponsored by National Science Foundation and other agencies, have stressed knowledge of subject-matter. Newer credential requirements have stressed depth in the disciplines, and have tended to reduce the amount of time spent in professional-educational study. In addition there has been an increasing concern with attendance at college, and consequent raising of requirements, chiefly in terms of grades in academic subjects, for entrance to college. It appears likely that such pressures ought to be reflected in the teachers' commitment to Dimension I, and that this is what we find.

As a corollary, and we emphasize that this suggestion is still highly speculative, it appears the Secondary teachers' commitment to the profession may be changing in character. It appears that the secondary teacher is giving his commitment to his subject-matter field, rather than to Education in general. Such a possibility would square with the data available, as well as with the circumstances of the times, but certainly it is in need of further study.

Returning to a comparison of the patterns of perception of different communities, two other populations are available which were taken within two years of one another, and as such are not as subject to the contamination of the time variable. These were two Junior High School populations in two Junior High Schools in Southern California. One school was the single Junior High School of the smaller southern community previously described. The other is one Junior High School of a large urban community. The school serves a lower income section with approximately 60 perce[illegible] minority students, either Mexican or Negro.

The mean profile scores are as follows:

Dimension	Junior High Large Lower-Class Community	Junior High Small Lower-Class Community
Dimension I, Director of Learning	4.29	4.39
Dimension II, Counseling and Guidance	2.94	3.08
Dimension III, Mediator of the Culture	5.70	5.00
Dimension IV, Member of the School Community	3.56	3.60
Dimension V, Link Between School and Community	1.42	1.39
Dimension VI, Member of a Profession	1.90	2.52

For more effective visualization of these profiles, Figure VI of Appendix B provides a schematic illustration of these findings.

As may be seen above, if the six dimensions are ranked in their order of importance for these two groups, there are no differences. Further, the magnitude of the differences is of a similar nature.

When tested statistically Dimensions I and II do not yield statistically significant differences.

Dimension III, Mediator of the Culture, yields a difference significant at the .01 level with the teachers of the lower-class community ranking it significantly more important than did the teachers of the smaller middle-class community.

In Dimensions IV and V, there are no significant differences.

In Dimension VI, the teachers of the smaller community ranked this significantly higher than did the teachers of the lower-class community. This difference, however, may be accounted for in part by the earlier mentioned consideration (see page 32) that this school may contain a disproportionately large number of organizational office holders.

Discussion

A substantial portion of the discussion with respect to this major problem has been presented earlier (see page 22 ff.). At the same time, the major question was directed to differences with respect to the teachers of different schools. In the case of these two schools, the variable of time of administration of the instrument is of less importance, since the two schools were tested within two years of one another. Examination of the data indicates that there are differences between the two schools. This is as expected. Within the framework of a broad general pattern which appears to hold for substantial proportions of the groups of teachers, it would be expected that there should be differences as the particular philosophy of a school, or the needs of a specific community are reflected in the concerns and the tasks of the teachers.

While there is certainly need for further study, and there is need for a substantial examination of the various patterns which may exist under somewhat different circumstances, still it is clear that differences and patterns exist, and that these differences and patterns are related to the unique characteristics of the school.

The third major question to which this study was directed was:

> Are there significant differences in the pattern of role perception indicated by student teachers as a group, and by these same teachers after having taught in public schools for two or more years?

Over a period of years the present instrument (See Appendix A) has been administered to students during the period of their pre-service student teaching experience. After 1959, students were asked to sign their name to the form upon their response. A canvass of these responses yielded one hundred sixty-six former student teachers (the classes of 1960, 61 and 62) who

were teaching in the local area, and for whom addresses could be found. These former student-teachers were circularized and invited to respond again to the same instrument. One hundred and sixteen usable responses were returned. All of these responses also were signed, so it was possible to compare one group of student respondents at two different points in time and experience. Only those persons were used who were employed in education.

The mean profile scores for the two administrations of this instrument to this population are to be seen below. For a more effective visualization of these profiles, Figure VII of Appendix B provides a schematic illustration of these findings.

	Student - Teachers	
Dimension	First Administration	Second Administration
Dimension I, Director of Learning	4.69	4.90
Dimension II, Counseling and Guidance	2.81	2.96
Dimension III, Mediator of the Culture	5.13	5.69
Dimension IV, Member of the School Community	3.56	3.18
Dimension V, Link between School and Community	1.61	1.56
Dimension VI, Member of a Profession	2.26	1.93

Following the same pattern of analysis we have used in earlier portions of this report, it is clear that the rank order of precedence within the six dimensions has not changed. Dimension III, Mediator of the Culture, remains the Dimension given top priority by these student teachers. Dimension V, Link between School and Community, remains the lowest in the priority scale of these teachers.

In terms of statistical analysis, in a comparison between the first and second administrations, the increase in commitment to Dimension III is significant at the .01 level. The increase in Dimension I is approaching

significance at the .05 level. The change in Dimension II is not significant. The change in Dimension IV, Member of the School Community, is significant at the .05 level. The change in Dimension V is not significant. The change in Dimension VI is significant at the .05 level.

Discussion

Although the indications of rank order, and of statistical significance are of interest, perhaps the most important thing to be said is that student-teachers within this particular program have perceptions of the professional role of the Secondary School teacher which are very like those of the teachers in the field. We can also say that as these same people have actual teaching experience, their perceptions of the professional role of the teacher become more like those of other teachers in the field.

Another point of importance is that although student-teachers recognize a broad range of responsibility, and although their perceptions of their professional role equate with those of teachers in the field, with experience, they move their commitment away from the broad spectrum of responsibility in the direction of greater commitment to those dimensions of the teacher role having to do with their students in the classroom. It would be of interest, and importance to discover how these same people may modify their perceptions further with an additional period of experience.

Conclusions and Implications

Conclusions

This report is essentially a progress report in a program which has extended over a period of more than ten years, and should continue for a substantial period in the future. Officially, it represents a 'final report' on a Small Contract with the Office of Education, Cooperative Research Project No. S-082.

Although research in the behavioral sciences has leaned heavily on the laboratory type of controlled experiment as a form of study most likely to be considered 'respectable', unquestionably there is strong need for the 'status study' which gives us information on the condition of the field of study at the time. As we deal with human beings operating within the environs of the modern world we must use those techniques and those opportunities which are acceptable to our clients.

In order for modern education to fulfill its functions in today's society, it is essential that: (1) the expectations for the schools be known and understood; (2) the expectations for teachers be known and understood; (3) the perceptions teachers have of themselves and their role in Education be known and understood; (4) the expectations others have for teachers be known and understood; (5) the preparation institutions give to teachers be known and understood; (6) the similarities and differences among teachers be known and understood. It is for this purpose that this study has been undertaken, and it is for these purposes that this study has continued and been extended.

More than ten years ago the initial steps in a study focussing on similarities and differences among Secondary School teachers, and between Secondary teachers and administrators was carried out. It was from this first study, focussing on the teachers and administrators of a single community, that such tentative findings as those immediately following were presented: (1) Teachers were more alike than they were different. (2) In terms of the theoretical framework presented in this report, teachers tended to perceive their role in a particular and relatively common manner, i.e., Dimension III as most important, Dimension I as next most important, Dimensions IV, II, VI, and V following in that order. (3) Administrators tended to perceive the role of the teacher in almost the direct opposite fashion, namely first was Dimension V, next most, and equally important were Dimensions VI and IV, while trailing behind were II, I, and III.

There were additional findings in the original study, reported in the unpublished Doctoral dissertation, Stanford University, "Teacher Role Perception in the Secondary Schools of One Community." These included modest differences among groups of teachers divided according to sex, age, experience, training, and socioeconomic level of the school service community in which they worked. A portion of these findings was reported in Journal of Teacher Education, Mar. 1962.

With the present study, there must still be an additional caution that the findings should not be generalized to all teachers, or to teachers in general until there is a substantially wider sample. Certainly the findings square with the experience of those of us in the field, for the most part, but until we look, and seek, and ask, we cannot state with confidence that the teacher of a small rural school in Alabama is like the teacher of a large urban school in Chicago, or the teacher of a middle-sized school in Kansas City. We need to check further before we know.

Before addressing ourselves to the specific questions of this study, it should be pointed out that the vehicle of the study (see Appendix) provides a theoretical framework for such study. It is less important that one rather than another scale be used in studying a population of this nature, so long as such a framework provides sufficient breadth to include all of the relevant (and perhaps important) dimensions needed to encompass the population. We hold no brief for the "Factors in Teaching Competence," sometimes called the California Roles, as a scale for such study, except that this particular framework satisfies the need to encompass those dimensions and activities teachers, or others, consider important. Once having chosen a scale, however, and a theoretical framework, it is important that it be carried far enough to be useful.

In the course of interviewing more than two hundred teachers, staff people, and administrators, only part of whom were during the period of this

study, it is clear to the writer that the present framework is sufficiently broad to include those tasks, behaviors, and commitments teachers perceive to be a part of their role as a teacher - or as a participant in the profession of Education.

Three major questions were asked in this study. They will be answered and discussed in turn.

Question I.

With respect to their perception of the teacher's professional role, are there significant differences between Elementary School teachers as a group, Junior High School teachers as a group, and Senior High School teachers as a group?

1. Teachers generally are more like one another than they are different, and they are distinctly identifiable, in this framework, from a random population.
2. Within a population of professional educators, various sub-groups are identifiable; are more like one another than they are different; are different from other sub-groups in identifiable and predictable ways.
3. Most differences among sub-groups seem accountable on the basis of the differences in organization in which they work; by the differences in typical characteristics of the students or clients with whom they work, or by differences in the tasks or responsibilities assigned to them.
4. Elementary teachers give less commitment to the overall school program (Dimension IV) than do Junior or Senior High School teachers.
5. Senior High School teachers give more commitment to the total school program (Dimension IV) than do the other two sub-groups.

6. The three sub-groups of teachers all give approximately the same commitment to those tasks directly relating to their students, and appear to disagree chiefly in those dimensions of the professional role which are less directly related to their work with their students.
7. Elementary teachers perceive their relationship to the community in a manner different from Junior and Senior High School teachers. While the Secondary teacher views this relationship in a generalized manner, the Elementary teacher views it in terms of the parent of the child in his room.
8. The Senior High School teacher gives less commitment to Education as a profession than does the Elementary and the Junior High School teacher. While Elementary and Junior High School teachers seem to give their commitment to Education as a profession, the Senior High School teacher is committed to his particular subject matter field.
9. The Junior High School teacher perceives those dimensions focussing on his relation with students like both the Elementary and Senior High School teacher. He sees the total school program (Dimension IV) like the Senior High School teacher; he sees the relation to the community and the public more like the Senior High School teacher, and he sees his relationship with the profession in general more like the Elementary School teacher.

Question II.

With respect to their perceptions of the teacher's professional role, are there significant differences between teachers of different school districts, or teachers of different geographical locations?

Data from this study is less clear with respect to this question, and the sub-questions it requires than is the case in the other two major questions.

Clear differences were found between a Northern California group of teachers and a comparable group of teachers from Southern California. It was clear, however, that this difference might as easily, or more easily, be accounted for in terms of the differences in time between the two samples than by differences in the community expectations.

Differences were found between two Junior High School populations in Southern California, but those factors which might be related to the differences were not clear cut. The teachers from the school serving a lower-class community perceived a significantly higher responsibility toward Mediating the Culture (Dimension III) than did the teachers of a middle-class community. It appears that a variety of circumstances and situations influence role perception and the strength of the influences may vary from one place to another.

1. Teachers tend to modify their perceptions of their professional role in the light of the expectations they recognize in others, and in the light of the demands of the situation.
2. The teachers from the large Northern California community gave less importance to directing learning than did the teachers of the Southern California community -- this difference seems more a function of the changes over a ten-year period than a function of the demographic differences.
3. Substantially more study including the school professional populations from various communities of various demographic differences should be done.
4. Where possible longitudinal studies in which the professional populations of particular schools and communities are measured at a different point of time -- i.e., Community A, 1964 and Community A, 1967, and the like.

Question III.

Are there significant differences in the pattern of role perception indicated by student teachers as a group, and these same teachers after having taught in public schools for two or more years?

There are modest differences between the two sets of responses, with certain of these reaching statistical significance. These findings are based on the returns of one hundred sixteen student teachers for whom there was also a usable second response. These students were in the Secondary teacher education program of San Diego State College, and at the time of the second response, teaching in public schools in San Diego County.

1. Students in teacher education programs have patterns of role perception like those of teachers in the field.
2. Patterns of role perception become more focussed in terms of the expected tasks, with experience. That is, the experienced teachers gave more commitment to those dimensions of their role directly relating to their students than they did in pre-service programs.

Implications

The implications of this report, and of this line of study, range through a broad spectrum. Throughout the report possible implications have been alluded to as seemed appropriate. It is by no means certain that we have considered all the possible implications, but certainly some of the more likely and available implications should be considered further here.

Implications for Pre-Service Education of Teachers

In essence, a description of the dimensions of the professional role of the teacher is a description of the range of responsibility expected of one in that particular position. Descriptions of 'expectations for the schools' are also, to a degree, descriptions of expectations for the teacher, since the functions of the schools are carried out by teachers. Prescriptions of course sequences for credentialing are also descriptions of the professional role of the teacher. This study has provided a definitive description of the professional role as seen by the teachers themselves, and may then provide the data for comparison between what teachers see and expect, and what others see and expect of them -- within the limits of the populations studied.

The examination of teacher education curricula indicates that the vast majority of the time of instruction and preparation for teaching is devoted to Dimension I, directing learning. The increasing pressure for additional academic training in depth -- and the National Science Foundation Institutes for teachers, for example, are additional evidences of a concern with Dimension I, directing learning.

The Educational practitioner, however, has been increasingly concerned with distribution of time for the teacher as increasing demands are placed on him. This study, through the use of the forced choice technique of the instrument, provides information on how this population of teachers choose to distribute their time and commitment. It is clear that this distribution of time is different from what writers in the field would call for.

The responses of student teachers at San Diego State College represents something of an ideal perception of the professional role, as this population sees it. The modifications from a second administration suggest something closer to a perception, or recognition, of specific demands within the schools and the systems in which they are employed.

With the emphasis on Dimension I, Director of Learning, there is an important factor to be discovered in the fact that while teachers have given one-fourth of their choices to this dimension they continue to give even more of their choices to Dimension III, Mediator of the Culture. It is of equal interest to discover that teachers give approximately one-fifth of their choices to the two dimensions having to do with the community, the public, and the profession in general. This is of particular note when one compares this with the fact that an earlier study has reported that Administrators place these same two dimensions as the two most important, taking one-half their choices for these two dimensions.

The function of the pre-service program is to equip potential teachers to operate successfully within the framework of actual assignments in schools and districts. To this end the pre- and post-comparison suggests that the program these students have received is a reasonable one. It would be of substantial importance to discover the extent to which students under this program compare with students at other institutions and in other programs.

Certainly it is important that some attention during the pre-service program be paid to all the various dimensions of the professional role. The materials by Sarason, Davidson, and Blatt indicate the importance of bringing the prospective teacher's attention to the total range of activity to be expected of him. The report of the pre- and post-test of San Diego State College students in Secondary education indicates that attention is being paid to this problem -- or at least, that students are developing appropriate awarenesses. The teacher education program at San Diego State College is based on an initial examination of such competences, and assigning responsibility for their coverage to appropriate courses and experiences within the curriculum.

Additional needed studies include a comparison of various groups of students in pre-service preparation for teaching. Such groups should include teachers in different teacher training institutions; students at different points in their training program; students training for different teaching credentials and students under different types of program preparing for similar credentials (such as internship vs. regular practice teaching).

Implications for In-Service Education of Teachers

Present procedures providing additional salary increments for additional course credit, or other relevant experience represent the recognition of the need for continuing up-dating and up-grading of teachers. The discussions of so-called "Merit Pay" are indications of the need to recognize the effective teacher for his service. Various materials, including this study, suggest there are various and different kinds of good teaching, and important service to the school and to education. Diagnostic attention to the individual profiles of teachers in service should provide opportunity to assist teachers in strengthening their competence and understanding of those dimensions to which they give least commitment. One of the most significant findings of the original study of Secondary School teachers, as reported in the Journal of Teacher Education, was that teachers and administrators perceived the role of the teacher in contradictory ways -- that the administrators considered as most important the very things teachers considered to be of least importance.

Within a school, and within a district, the present material provides the framework by which the professional educational staff might come to agreement on the kinds of behaviors and the kinds of commitments most relevant to that particular school, district, or community. Once this agreement is reached it is possible to provide courses, workshops, or a variety of other experiences designed to emphasize understanding and commitment to those dimensions. Further, it becomes possible to arrive at a definition of the

kinds of activity and the sorts of factors which should be recognized in attempting to identify good teaching, recognize merit, and provide for service to the school and community.

It has been suggested that the increasing attention to academic excellence has resulted in a diminishing commitment to the profession of education. The present study makes no attempt to define what "ought to be." It would be relatively simple to do so, although what "ought to be" may vary from one school to another. If it appears that increasing commitment to education as a profession, rather than to the teaching of a particular discipline, is desirable, steps then might be taken to bring this about.

Implications for Recruitment, Selection, and Assignment

Within any school there are various tasks which must be accomplished and which must be assigned to teachers. It is also true that some teachers prefer one kind of assignment over another or different one. The use of individual Role Dimension Profiles would provide additional information relevant to appropriate assignments both for instruction and for the peripheral duties which must be accomplished within the school.

It seems logical that no one is concerned that all teachers operate alike. Within a school there must be a variety of skills, talents, and commitments. The use of the Individual Role Dimension Profile would make such selection of skills and commitments more possible than is now the case. The resultant effect on teacher and student morale ought to be salutory.

The service of the schools to children and youth is carried out, primarily, through the activity of teachers. All factors which provide opportunity for greater service, improved morale, or which facilitate this service in any way are important. Certainly any steps which can assist in assigning the right teacher to the right people, asking the right teacher to assist in the appropriate projects, and in general, assisting in making the best possible use of hour human resources must be important.

Appendix A

Role Dimension Profile Scale

OE-2191c
BoB No. 51-6418
Clearance Expires 2/28/65

ROLE PERCEPTION

IN

EDUCATION

The following scale is designed as an attempt to discover how people in Education perceive their occupational roles. In order to relate the information from this scale to other factors, it would be helpful if you would answer the following questions.

Thank you

Your present assignment:

Teacher _____

Administrator _____

Combined responsibilities _____

Elementary _____ Jr. College _____

Secondary _____ College _____

Undergraduate Major _____ _____

Minor _____

Graduate Major _____ _____

This schedule consists of four groups of twelve items each. Each of the items describes some part of the teacher's role. Each page is a complete group in itself. Please complete each page before going on to the next one.

GROUP I

For the following group of items, select and check the five items which you as a teacher feel would be most important as you see them from your point of view.

___ 1. Develop in students a desire to find democratic solutions to current social problems.

___ 2. Have a sense of responsibility for the overall effectiveness of the total school program..

___ 3. Interpret the school to the community.

___ 4. Belong to professional organizations.

___ 5. Provide for differentiated assignments among the students of my classes.

___ 6. Be able to recognize a wide range of emotional maladjustments.

___ 7. Participate in the planning of extra-curricular activities.

___ 8. Be able to assist lay groups in the understanding of modern education.

___ 9. Participate actively in the work of professional organizations.

___ 10. Provide opportunity for independent critical thinking on the part of my students.

___ 11. Provide experiences where students gain an insight into vocational and avocational needs.

___ 12. Teach effective procedures for using current materials for sources of information.

Be sure you have checked five items then go on to the next page.

GROUP II

For the following group of items, select and check the five items which you as a teacher feel would be most important as you see them from your point of view.

___ 1. Utilize pupil needs in the motivation of my students.

___ 2. Know each pupil as an individual.

___ 3. Direct students to life applications of classroom learning.

___ 4. Plan cooperatively with teachers and administrators on educational objectives.

___ 5. Use available educational resources in the community in my classroom practices.

___ 6. Demonstrate an appreciation of the social importance of the teaching profession.

___ 7. Cooperate with specialists in remedial programs.

___ 8. Use my field of subject matter to develop an understanding of social problems.

___ 9. Be competent in curricular planning.

___ 10. Secure the cooperation of parents in school activities.

___ 11. Develop and adhere to a professional code of ethics.

___ 12. Use a variety of multi-sensory learning aids.

Be sure you have checked five items then go on to the next page.

GROUP III

For the following group of items, select and check the five items which you as a teacher feel would be most important as you see them from your point of view.

___ 1. Be familiar with the common diagnostic tests in my field.

___ 2. Refer severe cases of maladjustment to specialists.

___ 3. Develop effective discussion practices among my students.

___ 4. Be willing to start with the schools where they are and work for their improvement.

___ 5. Assist in developing an awareness of community problems in parents.

___ 6. Make whatever special talents I have available to the services of the professional organizations.

___ 7. Know the broad implications of my subject matter and how it relates to the community.

___ 8. Keep accurate and adequate record on the scholastic progress of my students.

___ 9. Plan cooperatively with other teachers and administrators on administrative objectives.

___ 10. Assist in developing an awareness of community problems in pupils.

___ 11. Contribute to the activities designed to strengthen the professional organization for meeting their responsibilities.

___ 12. Be able to administer aptitude, interest and intelligence tests.

Be sure you have checked five items then go on to the next page.

GROUP IV

For the following group of items, select and check the five items which you as a teacher feel would be most important as you see them from your point of view.

___ 1. Participate in the definition and solution of community problems.

___ 2. Communicate effectively with other teachers across grade-group and subject-matter lines.

___ 3. Develop self-evaluation procedures in my students.

___ 4. Keep records suitable for the personal guidance of my students.

___ 5. Develop pupil attitudes necessary for democratic participation in society.

___ 6. Share willingly in the administrative responsibility for the over-all school program.

___ 7. Maintain a working relationship with lay groups and individuals to promote understanding of the schools.

___ 8. Control the physical aspects of my room such as light, heat, ventilation, etc.

___ 9. Understand the basic principles of effective counseling.

___ 10. Plan and direct activities so that each pupil may make a contribution to the group.

___ 11. Participate in the administration of extra-curricular activities.

___ 12. Draw on available and appropriate school resources for use in work on community problems.

Appendix B

Role Dimension Profiles

Figure I

Role Dimension Profile

55 Elementary Teachers ————

24 Junior High teachers - - - -

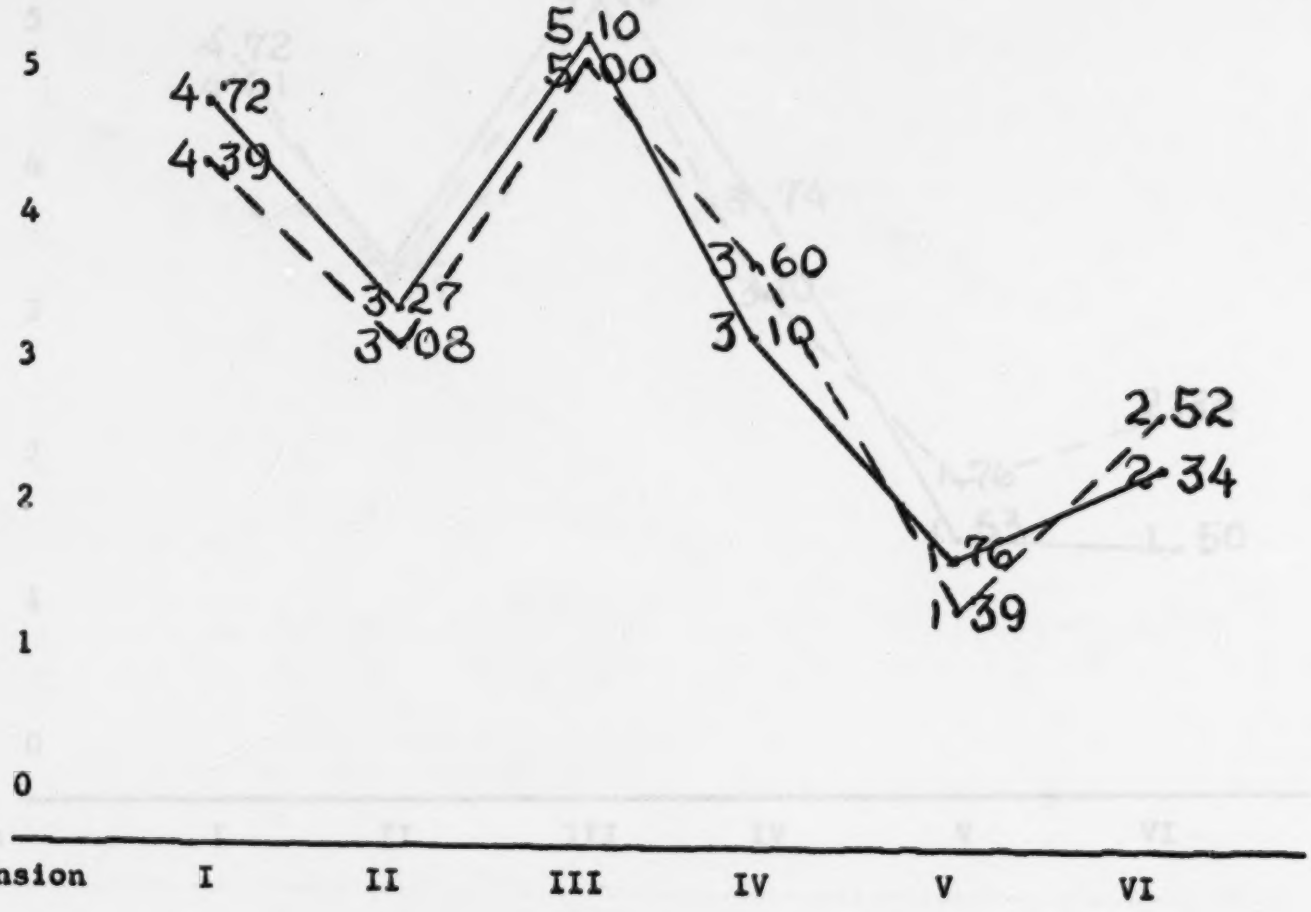

Figure II

Role Dimension Profile

55 Elementary teachers — — —
53 Senior High teachers ———

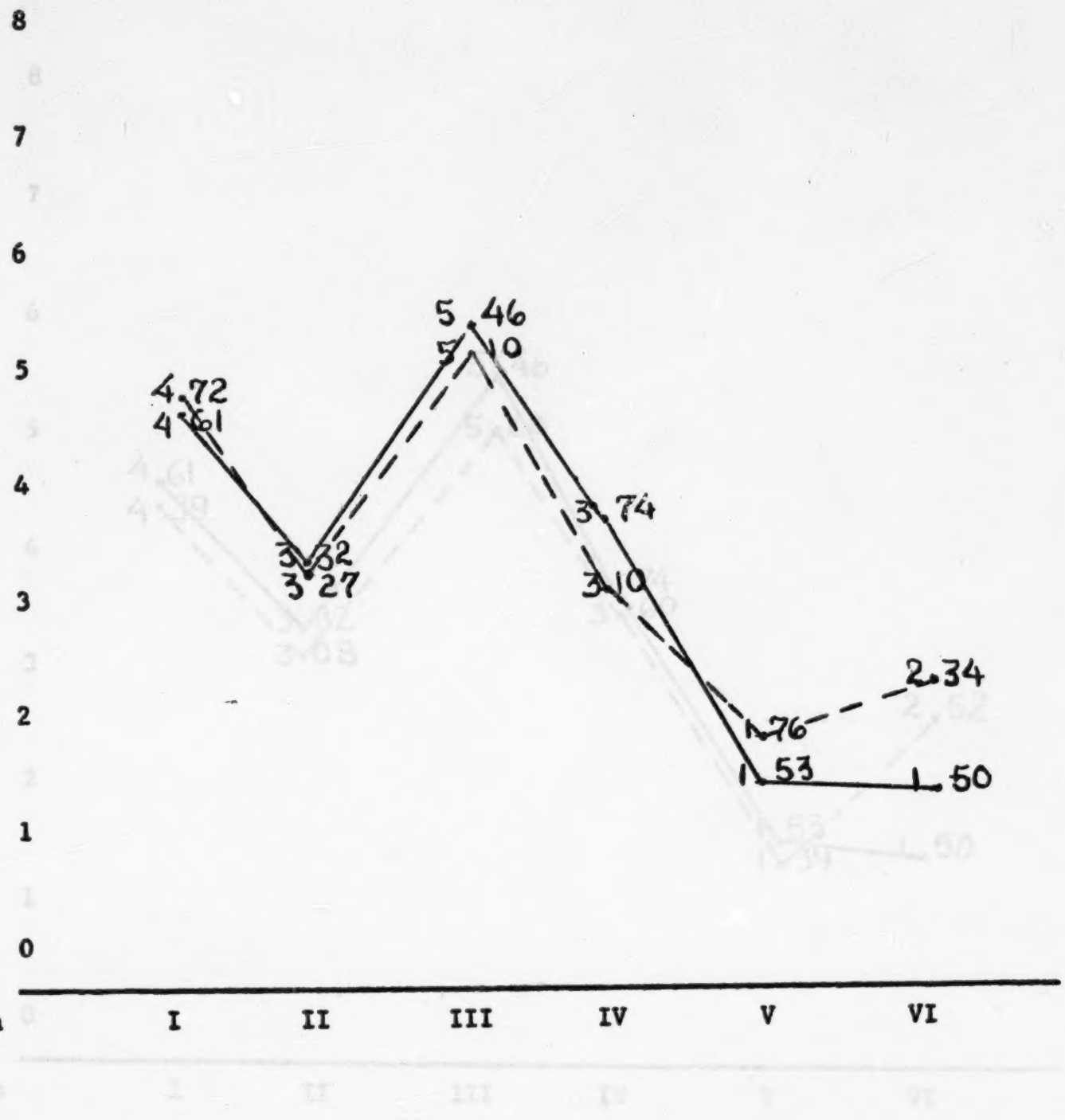

Figure III

Role Dimension Profile

53 Senior High Teachers ———
24 Junior High Teachers — — —

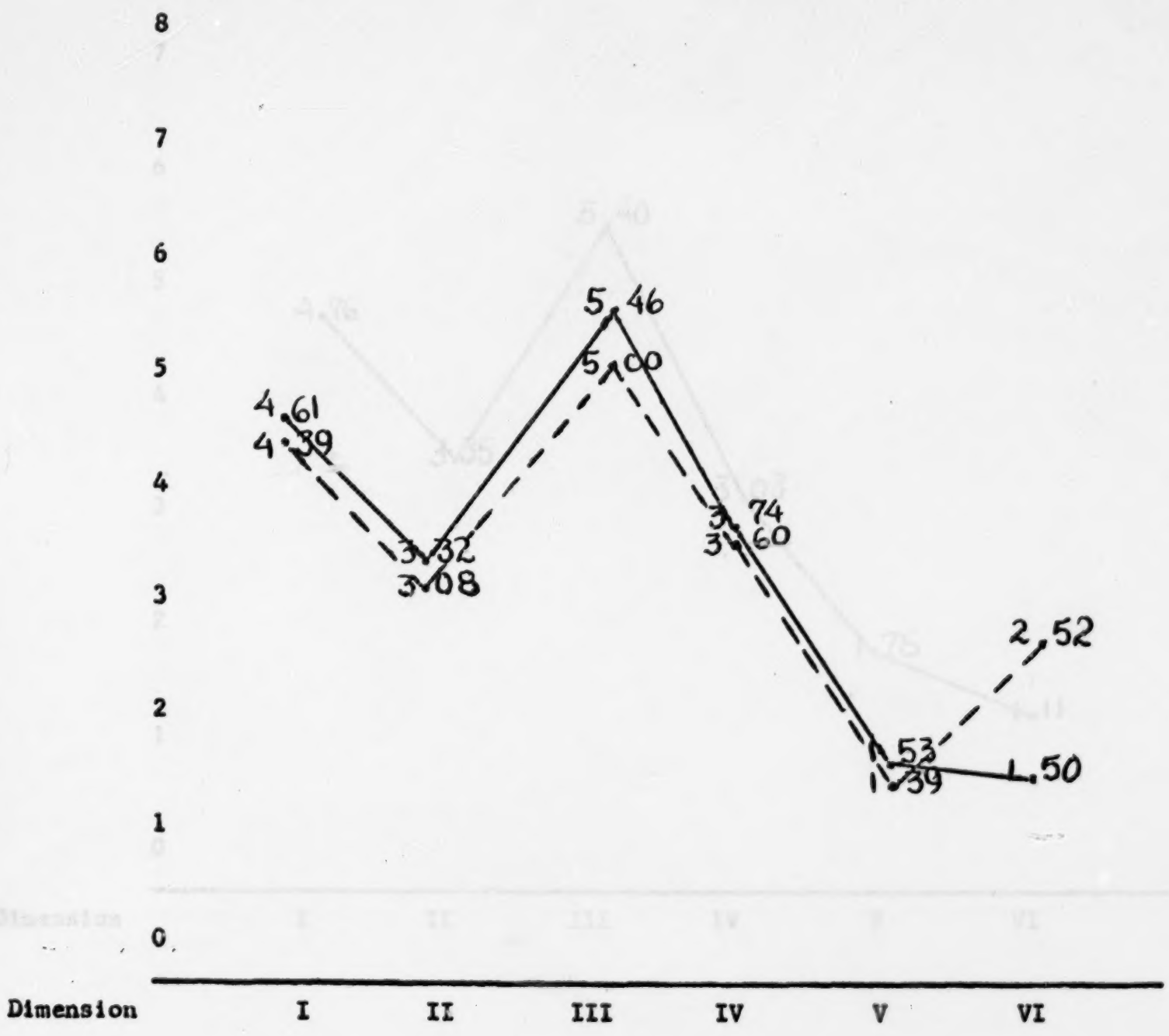

Figure IV

Role Dimension Profile

72 Secondary Teachers -- 1958-1963

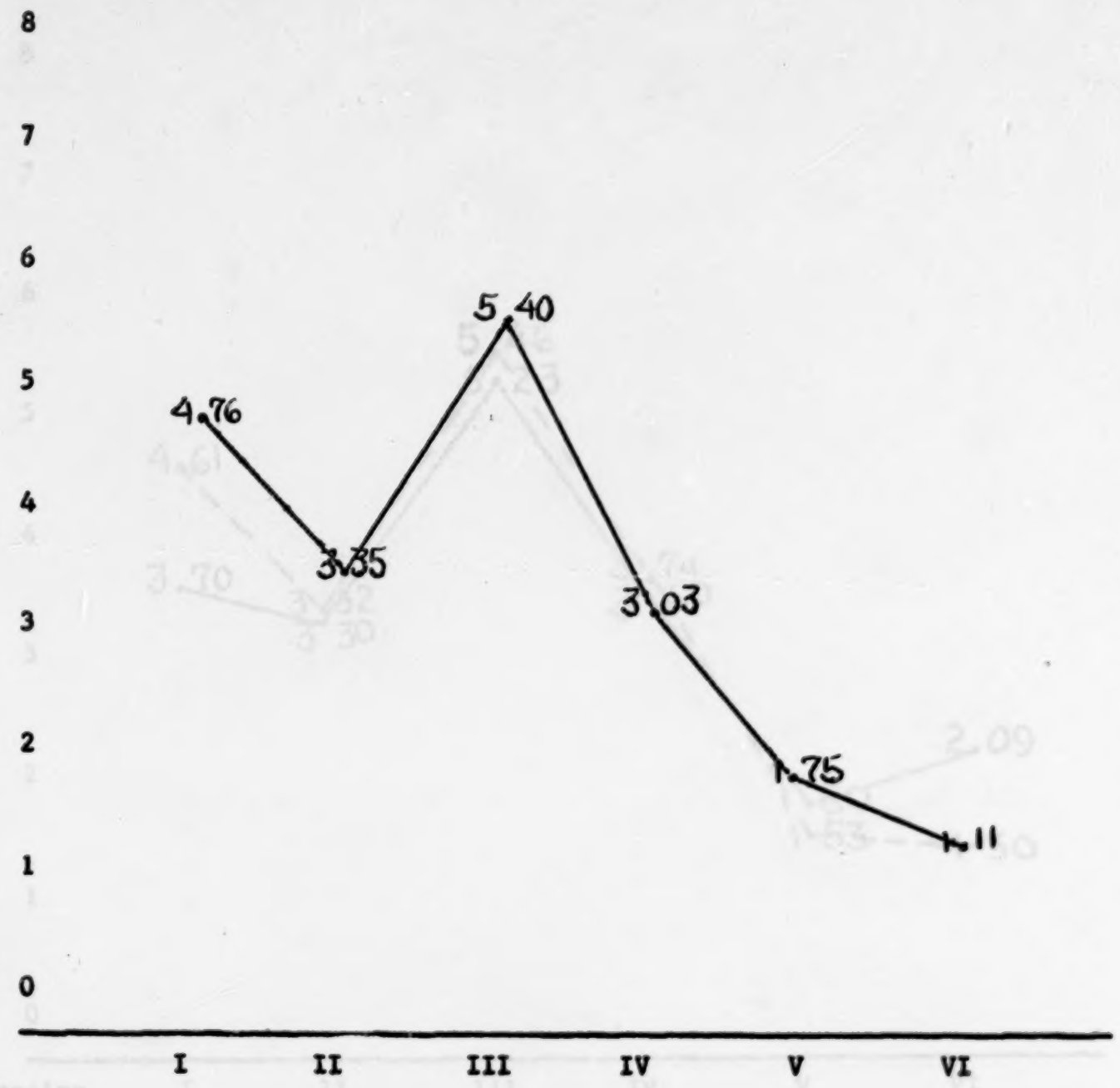

Figure V

Role Dimension Profile

95 Senior High Teachers, Northern California ————

53 Senior High Teachers, Southern California — — — —

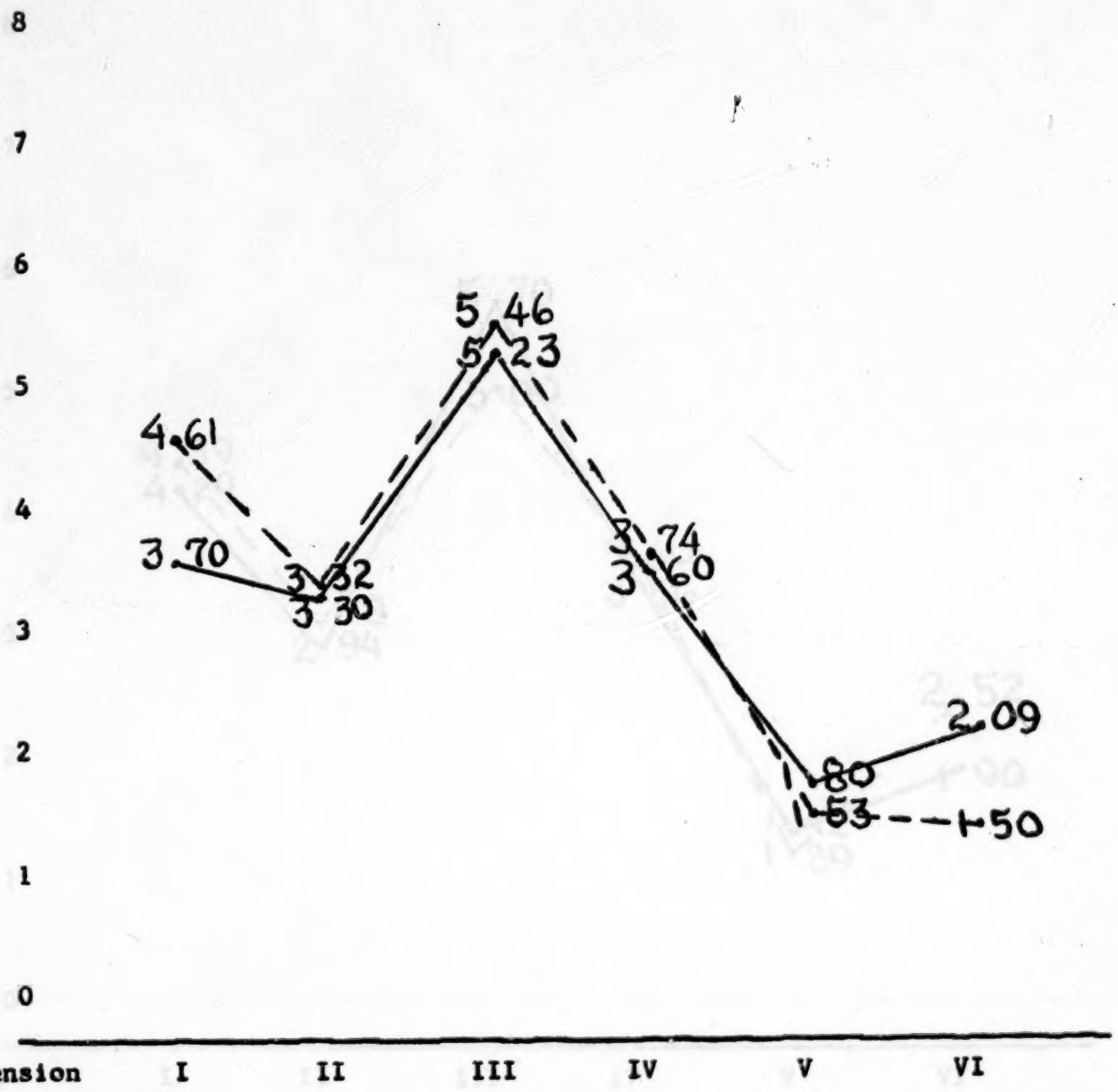

Figure VI

Role Dimension Profile

48 Junior High Teachers, Large Community ———

24 Junior High Teachers, Small Community — — —

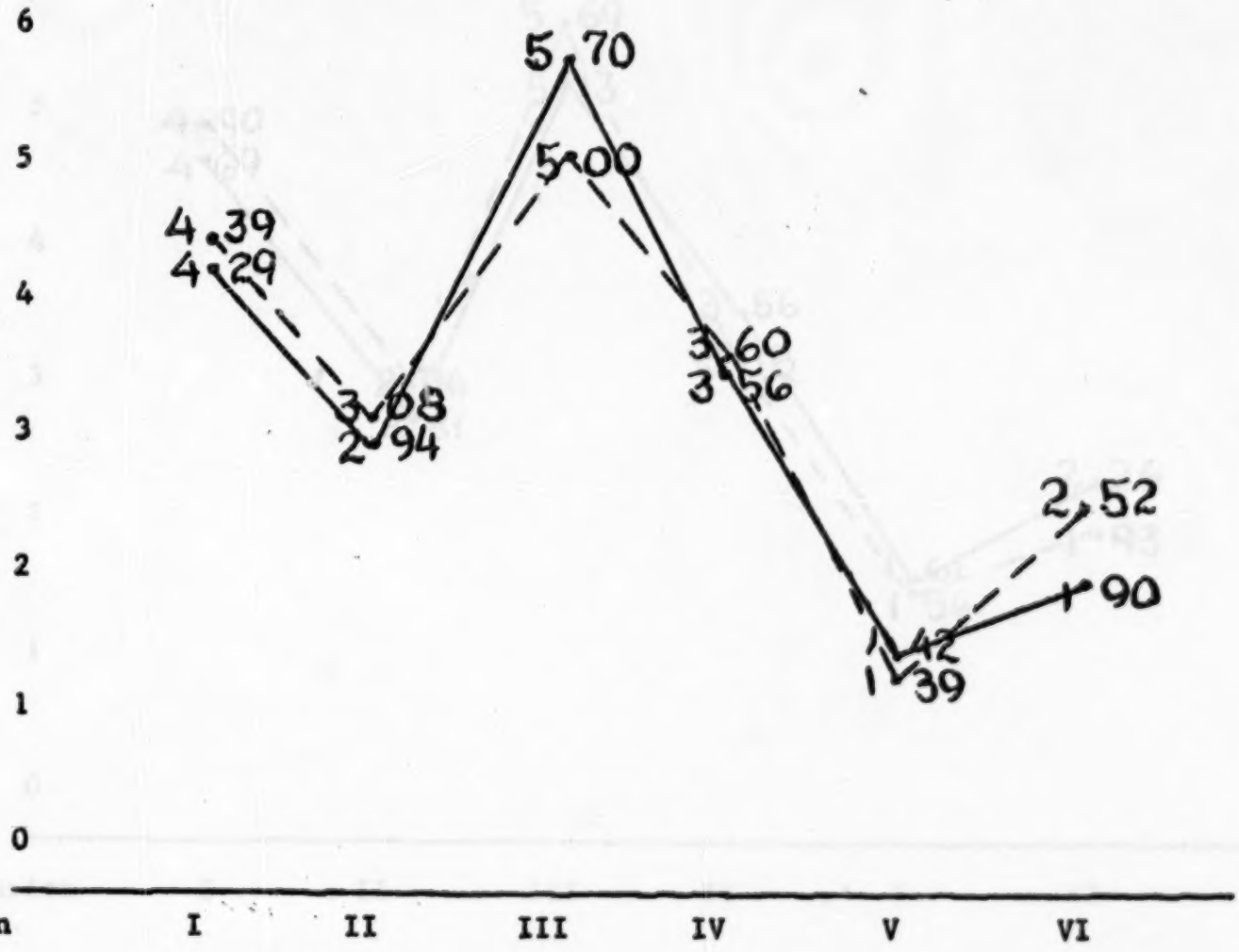

Figure VII

Role Dimension Profile

116 Student Teachers
Before and after full time experience